## Budget

**Jackson Local (049858) - Stark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (14)**

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**Adjusted Allocation**

|            | 0.00 |

**Remaining**

|            | -2,645,252.00 |
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Science and Math on the Move (SAMM)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

3. Applicants shall provide guidance on selecting manufacturing technology.

4. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: NA
   - Organizational name of secondary applicant: NA
   - Unique Identifier (RN/Fed Tax ID): NA
   - Phone number of secondary applicant: 330-830-8100 ext. 1752
   - Email Address of secondary applicant: lms2jc@bearworks.jackson.sparc.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.
   * Letters of support for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
   * If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The consortium of 22 school districts, with Jackson Local Schools as the lead participant, has selected the Stark County ESC as a lead partner to coordinate the project. The Stark County ESC has worked with local stakeholders and educational institutions to develop and implement the program. The consortium has engaged local businesses and industries to provide guidance and support. The consortium has also worked with local universities to provide opportunities for students to gain real-world experience.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - Student achievement
   - Spending reductions in the five-year fiscal forecast
   - Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)
   - [Unclear or not applicable]
11. Describe the innovative project.

This project builds upon and expands the current Science and Math on the Move (SAMM) into a strategic technological hub that supports K-12 science and math education and adds dual credit and career education through a newly formed workforce development. SAMM began in 1995 at the suggestion of Ambassador W.R. Timken, CEO of The Timken Company, as a way to reinvent how science and math was taught. The Timken Foundation provided the initial $292,000 to purchase technology too costly for a single district to purchase, a truck for the delivery of the technology, and personnel to assist teachers with developing hands-on-real world activities. Local business, industry and higher ed leaders assisted teachers with selecting equipment and designing face-to-face PD. The SAMM center was twice up and downed and problems were not solved for more than three cycles. Unfortunately, the last update occurred before the adoption of current standards for science and math, before the new construct of course-based rather than program-based Career Tech and before the birth of the oil and gas industry arising from Utica Shale as it relates to Stark County jobs. The SAMM delivery system is housed at the Career Technical Center with dedicated space for technology, PD and exemplary math & science programs. SAMM was awarded an "Ohio Best Practice" in 2000. In 2013, the SAMM Center was designated as one of the 111 "Bright Ideas in Government" by the Ash Center for Democratic Governance and Innovation at Harvard's John F. Kennedy School of Government. The SAMM Center delivery system is sustained through district fees based on ADM at $24,632 per school year, which will cover the maintenance costs for a program that delivers cutting-edge technology to teachers at a low per student cost. In addition, there is sufficient rigor in class sizes and assessments. The problems are two-fold. First, SAMM Center technology needs to be upgraded to meet the increased rigor and performance demands of math, science, CTE, dual enrollment and STEM. Second, the delivery of PD must transition to more cost-effective systems. Main Goal: Our grant proposal is designed to provide utilization of a greater share of resources in the classroom. The consortia plans to accomplish this goal by leveraging the SAMM Center's Advisory Committee consisting of teachers, local business, industry and higher education leaders which will advise on tech purchases and PD. * Purchase SAMM technology to provide real-world experiences for students in math & science - especially AP, dual enrollment, CTE and STEM programs. *Collaborate with higher education to share technology equipment needed for dual enrollment courses *Collaborate with Stark State College & the Stark Education Partnership(SEP) to build effective delivery of PD *Collaborate with Stark State College & the Stark Education Partnership(SEP) to build effective delivery of PD.  

We have selected the Straight A Grant Goal: Utilization of a greater share of resources in the classroom. If this grant is awarded, the school district will not need to purchase the equipment separately and all of those saved expenditures can be used for classroom resources. We think of this as a cost avoidance strategy that will save our consortia districts money. Some possible examples of major technology purchases: "3D printers with computer-assisted design engineering software to allow students to create three-dimensional models" "Fad labs that link to a variety of probes to collect data through LabTubes devices for middle and high school math and science classrooms" "Gas chromatography to determine the elements of a compound in the chemistry classroom" "Star Labs for students to study planets and stars in the elementary classroom" * Gel electrophoresis equipment that permits DNA testing in the biology classroom * STEM-related projects and activities (i.e. robotics, wind energy, fuel cell) to assist districts in developing STEM elective courses at the middle school * CTE technology to assist districts in utilizing career readiness such as: CNC machining, fuel cells & wind power, water jet & laser cutting machines, biodiesel & ethanol systems & chemical engineering systems. The grant project will be implemented by the consortium and its partners through the coordination of the Lead Applicant, Jackson Local Schools, the SAMM Center & the Stark County Educational Service Center. The SAMM Center will be reserved for use by teachers in the individual districts. Training on the use of new equipment can be conducted on-site by SAMM Center personnel or through on-line or skype processes. Professional development for selected teachers (a quota system dependent on district ADM) at the summer institutes will be coordinated through the ESC and provided by PBL trainers who will develop blended learning delivery (face-to-face, on-line, webinars, and videos) which will be organized into reproducible products housed on the ESC website. The updated document more fully describes what the schools, higher ed, and community partners roles will be. 

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

*Have provided a brief narrative explanation of how the project will meet the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community STEM school or S/STEM school member for review.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial document when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected savings to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community STEM school or S/STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The budget for this proposal has the source of the overall budget and the total costs allocated from the Straight A Fund. Any matching monies come from the $1.70 usage fee paid per student from each school district.

The budget for this proposal has the source of the overall budget and the total costs allocated from the Straight A Fund. Any matching monies come from the $1.70 usage fee paid per student from each school district.

That money is split 70/30 times the number of students who participate. If a school district participates in both programs, 22 districts and the R.G. Drage Career Center (a total of $105,400) Budget Justification: Enhancing SAMM (Science and Math on the Move) A. Technology/Equipment 1. SKYPE Labs: 23 labs $16,085 $369,952 2. iPads: 23 sets $22,500 $517,500 3. SAMM: 10 sets $7,700 $77,000 4. iPods: 24 sets $6,000 $144,000 5. Gel electrophoresis equipment that permits DNA testing in the biology classroom * STEM-related projects and activities (i.e. robotics, wind energy, fuel cell) to assist districts in developing STEM elective courses at the middle school * CTE technology to assist districts in utilizing career readiness such as: CNC machining, fuel cells & wind power, water jet & laser cutting machines, biodiesel & ethanol systems & chemical engineering systems. The grant project will be implemented by the consortium and its partners through the coordination of the Lead Applicant, Jackson Local Schools, the SAMM Center & the Stark County Educational Service Center. The SAMM Center will be reserved for use by teachers in the individual districts. Training on the use of new equipment can be conducted on-site by SAMM Center personnel or through on-line or skype processes. Professional development for selected teachers (a quota system dependent on district ADM) at the summer institutes will be coordinated through the ESC and provided by PBL trainers who will develop blended learning delivery (face-to-face, on-line, webinars, and videos) which will be organized into reproducible products housed on the ESC website. The updated document more fully describes what the schools, higher ed, and community partners roles will be.

C. SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

14. What is the total cost for implementing the innovative project?

2,645,252 $ Total project cost

* Provide a brief narrative explanation of how the project will meet the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community STEM school or S/STEM school member for review.

15. What new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

0.00 % Specific amount of new/recurrent cost (annual cost after project is implemented)

* Provide a brief narrative explanation of how the project will meet the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community STEM school or S/STEM school member for review.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 % Specific amount of expected savings (annual)

* Provide a brief narrative explanation of how the project will meet the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community STEM school or S/STEM school member for review.

Although this is not a goal we originally designated the grant proposal to meet, savings will be realized through the less expensive and innovative approach to provide ongoing professional development which will be available online and on the various websites and through SKYPE technology. Teacher professional days and substitute teacher costs should be lessened with optional ways to deliver professional development. If the professional development can be delivered online, then the districts can creatively design the delivery of PD in their own settings. This can happen through compensation time, during TBTs or Professional Learning Communities, or on already regularly scheduled in-service days. At home options of completing training in PBL or performance-based assessment dramatically changes the work environment and the educational climate of each district. Teachers who have had personal experience with online delivery of instruction through professional development are more likely to build that instructional concept into their classroom delivery system. The equipment shared through the SAMM center is huge savings to each district.
17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The SAMM Center delivery system is currently funded through member districts student fees. This fee structure will continue in future years at no increased cost to the districts. The SAMM Center technology and equipment will remain for continued district use. Information housed on the enhanced SAMM website after the grant period will provide the districts with cost-effective delivery of professional development. New information will continue to be added to keep websites up to date. The SAMM center will be the hub for the SKYPE lab and 3-D printing for students in all affiliated districts with STEM and Tech-Prep program capabilities. No additional costs will be added to the participating districts. Established SKYEVC labs in each district will remain after the grant and professional development will be delivered online or in blended learning formats at no additional costs to the district. The core of trained teachers (those trained at no cost in PBL, STEM, and SAMM Center technologies during the summer 2014 week-long institutes) from the consortia districts will be able to support other teachers in their home districts through a trainer-delivery model. In the summer institutes the teachers will develop PBL lessons and performance-based assessments for possible submission on the SAMM website.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should include the stakeholders that will be engaged during that stage of the project and describe the communication plan that occurred as the application was developed.

Describe the organizational communication plan with the stakeholders as the project is implemented. (Stakeholders include parents, community leaders, foundation support and businessess, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/07/2014 - 04/10/2014

Narrative explanation

The implementation phase will begin as equipment -01/17/14 through 02/14/14 -Complete all technology purchases for grant implementation -02/14/14 through 03/28/14 -Install technology purchases - SKYE labs at all participating districts and manufacturing technologies at R.G. Drage Career Center -03/05/14 through 05/21/14 -Professional development opportunities for short term sessions on the use of new SAMM Technologies - 06/02/14 through 06/30/14 -Professional development for selected teachers (a quota system based on districts) -07/22/14 through 07/24/14 -District planning with PBL and PBA and how they relate to new Learning Standards and new generation of assessments.

The SAMM program initially began with donated space from Timken Foundation in 1995 with subsequent donations amounting to $1,000,000. The amount of start up funds could vary by project size and would determine the scope of the new project. The SAMM Advisory Committee will meet to organize the Grant communication plan to deliver to Superintendents, Curriculum Directors, Math and Science Lead Teachers, Boards of Education, Business and high ed partners. -Suppt. meetings - 1/16/14/ 2/13/14/ 4/17/14/ 6/19/14 -Curriculum Directors meetings - 1/16/14, 2/10/14, 3/01/14, 4/31/14, 5/14/14, 6/5/14 -Math Lead teacher - 1/28/14, 2/19/14, 3/18/14, 4/21/14 -Science Lead teacher - 1/16/14, 1/28/14, 3/01/14, 3/18/14 -Monthly E-Newsletter to stakeholders -01/17/14 through SAMM Advisory Committee meets to determine: -SAMM Center Technology for purchasing - District SKYPE Lab purchases and schedule for installation -Order iPads for participating district development of online modules for future district use -03/1/14 - PBL trainer to meet with Business partners and SAMM Advisory Committee to establish connections in the community -04/10/14 - Detailed planning with PBL and PBA and how they relate to new Learning Standards and new generation of assessments.

Barriers: Delivery of information and organization of grant activities will be complicated by the large number of consortia members (22) and community, business, and higher ed partners who are part of the application. Mitigate Barriers: Communication plans will need to be multi-faceted to reach all of the stakeholders (i.e. networks of lead teachers, superintendents, curriculum directors, special education directors, gifted-talented coordinators, partner entities, and in all of the participating schools).

A monthly e-newsletter synopsis of the grant activities and PD opportunities will be developed and electronically sent to all stakeholders.

Implement (MM/DD/YYYY): 01/17/2014 - 06/30/2014

Narrative explanation

The implementation phase will begin as equipment -01/17/14 through 02/14/14 -Complete all technology purchases for grant implementation -02/14/14 through 03/28/14 -Install technology purchases - SKYE labs at all participating districts and manufacturing technologies at R.G. Drage Career Center -03/05/14 through 05/21/14 -Professional development opportunities for short term sessions on the use of new SAMM Technologies (100 teachers) - 06/02/14 through 06/30/14 -Professional development for selected teachers (a quota system based on districts) -07/22/14 through 07/24/14 -District planning with PBL and PBA and how they relate to new Learning Standards and new generation of assessments.

Monthly Evaluation: The summative evaluation and impact of the grant work will be structured early in February and March but most component pieces will be completed in June 2014. The districts will also be committed to the summative evaluation process developed by the Ohio Dept. of Education. Short-term evaluation January through June. Number of staff, teachers and administrators, involved in PD -Establishing SKYE labs in each district -Equipment purchases completed -Development of online PD modules -Long-term evaluation -Follow the state requirements -Continue SAMM Data Collection Barrier: We don’t see short term barriers. Long-term barriers in evaluation will be the change in state required testing. Our baseline data is anchored in OAAs and OOT; how assessment data will be used in successive years to determine grant impact. There will be a disconnect.

Summative evaluation (MM/DD/YYYY): 06/30/2014

Narrative explanation

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Instructional Changes: One expected change in instructional practices in our school districts will originate in the professional development training in the project-based learning component of the grant. The focus of the work in the classroom will be on development of higher order thinking skills, innovation and creativity rather than teacher driven instruction. With the availability of cutting edge math and science technologies from the SAMM Center and the availability of district level technology for both student and teacher development, technology use will be more easily incorporated in the classroom instruction practices and the teacher will be more of a facilitator than an information provider. As districts use the technology available in the classroom, i.e. Google docs, portfolios of student work and good examples of student growth will become the measures of productive classroom work. As teachers become more competent in the development of PBL projects, students will become more adept at performance-based tasks and assessments. Student achievement as it is measured against needed 21st Century skills (collaboration, communication, critical thinking, creativity and innovation) will increase. Kindergarten through grade twelve math and science classes, dual enrollment courses, STEM courses and CTE programs will experience instructional changes as a result of incorporating technology that reflects our high tech world and meets the needs for workforce development. As teachers continue to integrate technology into their classroom practices, students will have a more authentic learning experience that reflects the world around them. Organizational Change: Not only math and science teachers will learn how to implement the use of PBL and Performance-Based assessments, but eventually, with the availability of a technology delivery system, online teaching modules and webinar connections, all district teachers will have 24 hour access to professional development opportunities.

20. Describe the rationale, impact and past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

SAMM Center has been in existence for the past 18 years. The first three years were funded through the Timken Foundation with start up funds. The next 15 years have been funded mainly through district fee of $1.70 per student and foundation and grant support. Data has been tracked over the years that demonstrates the increasing impact of SAMM programs. In 2008 a new data tracking system was implemented to document more accurately the effectiveness of the SAMM programs. From 2008 to 2013, the number of technology items borrowed increased from 735 items borrowed to 2,407 in 2013. The amount of student usage has increased significantly for the number of students served increased from 14,700 to 22,642. Number of days of SAMM equipment use has increased since 2008 from 11,734 days to 20,878 days. Stark County has seen a dramatic rise in AP and dual enrollment over the past seven years. These courses have relied on technology especially dual enrollment courses where certain technology is required by the colleges and universities. The SAMM Center has purchased equipment to meet these needs and will continue to do so. All SAMM technology purchases provide a greater share of district resources to the classroom. The innovative nature of the SAMM proposal is illustrated through the research in the 2013 Horizon Report (New Media Consortium, Horizon Report 2013 K12) which cites six technological advances that are expected to have a large impact on education in the next one to five years. Of those six, four are implemented therein with the grant: 1) mobile learning with iPads and LabQuest handheld technology; 2) open content of learning modules and PBL/PBA materials through SAMM website; 3) 3D printing through SAMM? and 4) remote laboratories through SKYPE at each and the SAMM Center that will allow students to create 3D objects in their school, send them to the SAMM Center, and watch as their design is manufactured.

21. Is this project able to be replicated in other districts in Ohio?

F: Yes

N: No

The establishment of a similar SAMM center in another area of Ohio would require initial start up money from foundations and/or grants. The SAMM Program began with start up funds of $292,000 contributed from Timken Foundation in 1995 with subsequent donations amounting to $1,010,000. The amount of start up funds could vary by project size and would determine the scope of the new project. If commitment from a consortium of school districts to sustain the program would be needed. Space to house the program would be essential. The SAMM program initially began with donated space from...
Kent State Stark, then from North Canton Schools before a permanent location was chosen. The professional development for the SAMM delivery system is also very replicable. Summer institutes in PBL and PBA, delivered to large numbers of teachers would be an option or use of the modules and webinars and the course content of this program can be replicated by use of the online and electronic delivery system designed in our grant. The websites and all other resources being developed in learning centers through this grant will be available to any district or school choosing to replicate a project-based professional development program.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The substantial value and lasting impact that the Science And Math on the Move (SAMM) project hopes to achieve will be measured in both quantifiable student achievement gains, changed instructional and organizational practices not only in math and science classes but in all types of classes at all grade levels in the 22 districts included in the consortium work. Such instructional practices can be measured quantitatively through district input and surveys of teacher use. If our schools are to provide students with experiences to prepare them for a 21st Century future and job training, then a school district must have at its disposal the real-world tools for teachers to use. In that sense, both the material equipment to use and the project-based instructional strategies and activities utilized by our teachers are part of the 21st Century skills needed for students to graduate career-focused and college-ready. Having authentic scientific and mathematics equipment for students to use in the classroom makes a real-world connection to career choices and real-life experiences. Our business and community partners are investing both personnel and financial resources in the collaborative school districts to support long-range job development and to meet the financial needs of our community. Student achievement gains on performance-based assessments and required Ohio testing will demonstrate the quantifiable gains expected.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

**Fund Goal: Utilization of a greater share of resources in the classroom.**

**Benchmark 1:** Upgrade SAMM Center technology for use by all 22 school districts and the career center. Short Term Benchmarks by June 30, 2014: Benchmark 1: All recommended technology will be purchased and housed at the SAMM Center Benchmark 2: Installation of SKYPE Lab in each of 22 Consortia districts and the SAMM Center Long Term Benchmarks over the five years of grant evaluation: Benchmark 1: Increase by 10% each year, the amount and type of equipment used from the SAMM Center by each district as tracked through the SAMM Center data collection Benchmark 2: Increase by 10% each year, the number of student experiences with SAMM technology as tracked through the SAMM Center data collection Benchmark 3: Increase by 10% each year, the number of SAMM Center professional development modules created for district use as tracked through the SAMM Center website Strategy 2: Design professional development that will provide teachers with the instructional skills to develop creative and innovative learning experiences for the students better preparing them with 21st Century skills. Short Term Benchmarks by June 30, 2014: Benchmark 1: 450 teachers trained in PBL as tracked through “My Workshops” on the Stark County ESC website Benchmark 2: 100 PBL lessons in varying stages of completion - 30 fully completed by end of June - will be uploaded to the ESC website Benchmark 3: 200 teachers of Math, Science, CTE, and STEM trained on the SAMM technology as tracked through “My Workshops” on the Stark County ESC website Benchmark 4: 25 online and blended learning PD modules created and housed on the SAMM and ESC websites Long Term Benchmarks over the five years of grant evaluation: Benchmark 1: Increase by 10% each year, the number of district teachers receiving professional development in PBL from district reporting Benchmark 2: Increase by 10% each year, the number of developed PBL instructional units added to the ESC website Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

- Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).
- Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The Stark Education Partnership (SEP) will coordinate evaluation of the grant through cooperation of the 22 consortium school districts and the career center, with the SAMM Center and the Stark County Educational Service Center providing collection of data and assisting with other evaluation measures. Quantitative Data Measures: The short term benchmarks will be measured by quantitative measures through the number of teachers involved in professional development opportunities. The Stark County ESC will coordinate the registration of participants through “My Workshops” on the ESC website. Participant data from the registration process will permit the collection of data from each PD opportunity on the following: number of teachers involved, number of teachers from each grade level or course, and number of teachers participating from each district. Other short term benchmark data will be collected on the number of online and blended PD modules that are developed and housed on the websites. The number of PD modules related to training on SAMM Center technology will be housed on the SAMM Center website. The number of Project-Based Learning modules will be housed on the Stark County ESC website. In addition, the SAMM Center will track the purchasing of all recommended technology and the installation of SKYPE labs. The long term benchmarks will be measured by yearly quantitative measures through the SAMM Center data collection system that was started in 2008 on the number of student experiences with technology, number of tech items borrowed, and the number of days of use of technology. A more detailed data collection will be required to track continued teacher participation in online and blended PD that is housed on the SAMM Center and ESC websites. To verify teacher participation, districts will be required to provide PD certificates to each teacher who completes a PD module. Another long term benchmark will be to track the creation of new PD modules on SAMM website. Qualitative Data Measures: All PD opportunities will use the same form to evaluate the effectiveness and quality of each workshop. The evaluations provide insight into what corrections may be needed in future workshops. Teacher surveys will be created to track the impact of grant activities on classroom instructional practices. The surveys will provide insight into the impact of PBL workshops on the change in lesson design. Curriculum directors will be surveyed on the overall impact of grant activities as tracked through teacher walk-throughs and observations through the Ohio Teacher Evaluation System (OTES). The Stark Education Partnership will create an evaluation document that focuses on the overall impact of the grant in the short term and long term. The document will be made available to each grant stakeholder and will be available of the SEP website.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept Linda M. Salom Secondary Curriculum Coordinator Jackson Local Schools 10/22/2014